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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies; government and international relations of the United States and Canada. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into 4 subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. A separate section lists several supplemental activities. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition several appendixes contain curriculum materials and a list of related books. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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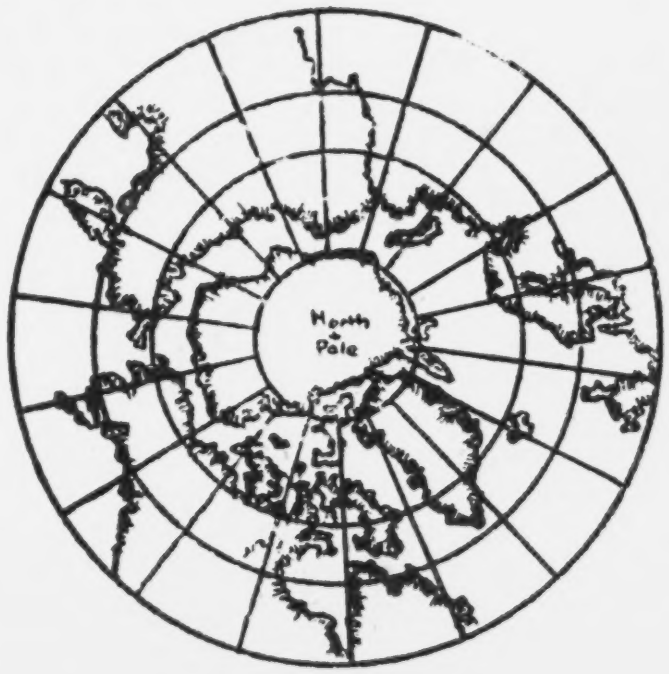
GOVERNMENT AND INTERNATIONAL RELATIONS
RESOURCE UNIT VI
GRADE 5



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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GOVERNMENT AND INTERNATIONAL RELATIONS

SUGGESTED TIME: ABOUT 8 WEEKS

I. UNDERSTANDINGS

All peoples, down through the ages, have experimented with some form of political organization to serve their needs. Democracy, autocracy, and monarchy in various forms and manifestations have been tried. None could guarantee life and liberty to succeeding generations. In the U. S. our forefathers molded a free government to preserve the rights of men.

II. AIMS

To develop an understanding of the following:

1. It takes time to develop effective government.
2. A government has responsibilities to the people it governs.
3. A citizen has responsibilities to his government as well as rights. Not all citizens recognize their responsibilities to their government.
4. The Iroquois experiment in government is an example of a political organization that served the needs of the people.
5. Both the government systems of Canada and the United States are democratic and representative.
6. The government of the United States is a republic with a congressional form.
7. The government of Canada is a constitutional monarchy with a parliamentary form.
8. Increasing interdependence among nations has necessitated membership by the United States and Canada in international organizations.

VOCABULARY

Articles of Confederation
charter colony
clan
confederacy
constitution
constitutional monarchy
convention
Declaration of Independence
democracy
executive
federalism
function
international
Iroquois
judicial
legislature
local
Mayflower Compact
nation (in the sense of the Iroquois)
parliament
proprietary colony
responsibilities
rights
royal colony

THE IROQUOIS LEAGUE-A TYPE STUDY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is government? Why do people find it necessary to set up a government?	Discuss the meaning of the term "government." Discuss the reasons why some form of government is needed by any society. As an introduction to the study of government examine the political organization of a North American Indian group, the Iroquois.	Teacher reference: McIver: The Web of Government (Library) Grade 5 Resource Unit III
Why did the Iroquois establish the Confederation? How effective was this Iroquois organization?	Make a study of the Iroquois Confederation Have a group do research and prepare a report to present to the class. Prepare a set of questions as a study guide such as: Who were the Iroquois? In what part of North America did they live? What Iroquois nations were members of the Confederation? What was the Confederation? Why was it formed? What was the structure of the government, both local and central? (Be sure the children understand the definition of a clan, a village, and a nation as used in this study.) Was the control of the government civil or military?	Macmillan: Great Tree and Longhouse Culture of the Iroquois by Hertzberg (pb) Chapter 7,8 Macmillan: Living in the Americas p. 5 Holt, Rinehart & Winston: In the U.S. and Canada p. 91 Library books Encyclopedias

The Iroquois League - A Type Study (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	How does this compare with the control of the government of the U. S.? How were the leaders chosen? Where were the meetings held? How often were they held? What part was played by women in selecting leaders? Is this organization in use today by the Iroquois? Have another group describe a Confederation meeting. Prepare a diagram to show the seating arrangement of each Iroquois Nation at the meeting. (See Great Tree and Longhouse by Hertzberg) Dramatize a Confederation Meeting. Divide the class to represent the Iroquois Nations and seat them according to the diagram. Have them choose a problem that the Iroquois might have had and let them act upon it in the manner of the League. SUGGESTIONS: Defense plans against an enemy A trading expedition Reallocation of lands Planning for a festival or a ritual	

COLONIAL GOVERNMENTS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What type of government existed in the colonies in Canada and the United States?	Review with the class the colonization of Anglo-America. As a background for understanding the development of government in Canda and the U. S., compare the manner in which France, Spain, and England ruled their colonies in the New World. Examine the three types of English colonial government: Royal Colonies Proprietary Colonies Charter Colonies Find examples of each type. Explain to the class that the English settlers came with a strong tradition of the natural rights of man-life, liberty, and property.	Pupil texts: Holt, Rinehart, & Winston: In the U. S. and Canada pp. US 98, 101; 103; 109; 115-117; 120-122; 129-130; 133 Heath: In these U. S. and Canada pp. 82; 102-103 Benefic: How our Government Began pp. 37-39 Macmillan: Living in the Americas pp. 73, 79, 132 Scott, Foresman: In the Americas p. 65 Encyclopedias Library Books
What documents in English history were the basis for the English tradition of the "rights of man?"	Examine briefly the fundamental principles of the following: The Magna Carta (1215 A.D.) Petition of Right (1628 A.D.) The Bill of Rights (1689 A.D.) (See the first eight amendaments to the U. S. Constitution to discover the influence these documents mentioned above had upon them.) Study examples of the beginning of self-government in the English colonies. Suggestions: The Mayflower Compact The Massachusetts Bay Colony Jamestown	Filmstrip SS-M-3-e Rise of Democracy in England Teacher Reference Mussatti: Constitution of U. S. (Library) Filmstrips SS-D-9-a Charters of Freedom SS-G-13-b Magna Carta SS-G-13-e Bill of Rights SS-O-24-d Our Heritage of Freedom

DEVELOPMENT OF GOVERNMENT IN THE U. S. AND CANADA

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What has been the historical development of government in the U. S.?	(Examine the events that led to Independence from England.) As a background for an understanding of present day government in the United States. Study briefly an account of the Revolutionary War and its results.	Films D-202 Declaration of Independence S-213 Servant of the people (Making U. S. Constitution.) Filmstrips SS-0-7-b Articles of Confederation SS-0-7-c Adoption of Constitution SS-M-3-e Founding of American Democracy Pupil Texts
A. What problems indicated a need for stronger government after independence?	Read about the quarrels between the states over trade and boundaries. Find out what problems faced the agricultural economy. Find out about problems of taxation.	
B. What were the Articles of Confederation? Why did they fail?	Have a group read about the Articles of Confederation to find out what they were and what powers this Confederation had. Find out why this Confederation was so weak. Report these findings to the class.	Scott, Foresman: In the Americas pp. 72-79 Macmillan: Living in the Americas pp.172-174
C. Why was a Constitutional Convention called? What did it accomplish?	Have another group study the Constitution Convention. Find out: States represented Chairman of Convention Plan of government agreed upon. Rights guaranteed to citizens Provisions for changes in Constitution. See Chart on p. 78 in Benefic: How Out Government Began (Listsamendments in very simple language.)	Heath: In these United States and Canada pp. 121-131 Holt, Rinehart & Winston: In the United States and Canada pp. 155-156; 164-168 Benefic: How Our Government Began pp. 41-71

Development of Government in the U. S. and Canada (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What has been the historical development of the government of Canada?	Be sure children understand there is more to government than what is written down. As times change functions of government face increase and change	
	Read the texts to find the events that led to unification of Canada and eventually independent rule.	Pupil Texts
	Find out why Canada came under English sovereignty when it had been a French colony?	Encyclopedias
	Find out the status of the French inhabitants of Canada after the Treaty of Paris in 1763.	Heath: In these United States and Canada pp.60-61; 510;511;512-514;550
	Have an individual read and report about the Quebec Act of 1774.	Fideler: Canada pp. 142-143
	Find out what pressures some Americans exerted upon Canada for independence.	Scott, Foresman: In the United States and Canada pp. 244-246
A. What events hastened the union of Canada?	Read and discuss these: 1. Political uprising in 1837 in Upper and Lower Canada 2. Fear of reprisals from the U. S. after the Civil War in the U. S. 3. Fear of encroachment of the U. S. into western Canada. 4. Problem of the Oregon Territory. 5. Aquisition of Alaska by the U. S.	Macmillan: Living in the Americas P. 432 Holt, Rinehart & Winston: In the United States and Canada pp. 62-65 Facts on Canada pp. 17-18 Conspectus of Canada pp. 14-18

Development of Government in the U. S. and Canada (con'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
b. What type of government was set up for Canada? c. What is the status of Canadian government to-day?	Have a group read and share with the class an account of Lord Durham's report. Find out which of its recommendations was adopted. (Explain to the class the difference between a report and actual legislation. Sometimes students confuse the two.)	Reference for Teacher: Van Nostrand: A Short History of Canada by D.C. Masters (pb) (See Reading no. 6)
	Read and discuss: Parliament Prime Minister Governor-General Length of time in office Read to find out how it achieved independence and its relationship to Great Britain today.	Film C-221 Canada's History:Colony to Commonwealth
What is meant by federalism?	Explain to the class that many countries have a strong central government called a unitary system, but that the U. S. and Canada have a federal system. Define the term "federalism." Try to elicit reasons why the framers of the U. S. Constitution chose a federal structure. Review the Iroquois Confederation or League.	Filmstrip SS-Y-2 a Federal Government
	Compare the Iroquois Confederation with the league or confederation of states (federal system) of the U.S. Find out how it differed from the federal system of the U. S.	Hertzberg, Hazel: The Great Tree and Longhouse

Development of Government in the U. S. and Canada (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Try to elicit: Iroquois Confederation decisions were based upon unanimity. Decisions of the federation of the U. S. are based upon vote by a majority. Chiefs of Confederation chosen by women. Officers of U. S. government elected by the people. Office of Confederation chiefs was hereditary. Officials of U. S. government serve for a limited term. Government of the U. S. based largely upon a written constitution. Confederacy based upon an unwritten constitution until the 19th century. Power and responsibility spread rather than concentrated. Government of the U. S. becoming more centralized with changing conditions.	
How does the government of the U. S. compare with that of Canada?	Read to find the difference between a republic and a constitutional monarchy. Explain to the class that the governmental systems of both Canada and the U. S. are "democratic" and "representative." Explain that Canada is a Constitutional Monarchy with a parliamentary form of government and that the U. S. is a republic with a congressional form of government.	Teacher References: Mussatti, James: The Constitution of the U.S. Young, William: Ogg and Ray's Introduction to American Government

Development of Government in the U. S. and Canada (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Define the terms "constitutional monarchy,""parliamentary," and "congressional."	
	Discuss the differences in the legislative system of the two countries (parliamentary-congressional)	
	Discuss the differences in the head of state in the two countries.	Pupil Texts
	Compare the rule of the provinces in Canada with that of the states in the U. S.	Silver Burdett: The United States and Canada p. 66-68
	Compare the rule of the territories of Canada: Yukon Northwest with that of the territories of the U. S. Puerto Rico Panama Canal Zone Guam Trust territories of the Pacific	Benefic: How Our Government Began p.73-82 Scott, Foresman: In the Americas pp.197-209 Heath: In these United States and Canada pp.125-131,237-238, 241
How are canditates for public office chosen in each country?	Investigate the: Party system National conventions Requirements of candidates for office Length of term of office	Holt, Rinehart, &Winston: In the United States and Canada pp165-167
What are the qualifications for voters in both countries?	Find out the voting requirements for national and local elections	
	Read and discuss the 15th and 19th amendemnts of the U. S. Constitution.	Macmillan:Living in the Americas pp. 174-175
	Discuss the duty of a citizen to vote.	Encyclopedias Library Books
		Filmstrip SS-D-9-e Political Parties SS-D-9-g The Ballot

Development of Government in the U. S. and Canada (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the functions of the national government in the U. S.?	Study some of the powers delegated to the central government. Suggested examples: Tax collection Custom duties Bond issuance Coinage of money Patents and copyrights Postal system Regulation of commerce Road building Raising and support of armed forces for defense Conserving natural resources Promoting health and welfare Protecting civil rights, etc. Prepare individual reports to present to the class on some of the above topics. Do the same for the functions of the Canadian government. If time permits, do the same for the state and provincial governments. Concentrate on that of Rhode Island as an example.	Teacher Reference: Young: Ogg and Ray's Introduction on to American Government (Library) Encyclopedias Scott Foresman: In the Americas pp.204-206 Silver Burdett: The U. S. and Canada pp. 66-68
In what way can the citizens help to preserve and carry out these functions? Why have the governments had to assume more responsibility in recent years?	Discuss with the class the obligations and duties of a good citizen to his government. State: The founders of the government set up a dual control system. They realized that in the years ahead relations between the states and the nation must be reshaped and readjusted to fit new conditions. Discuss some of the changes that have brought about greater involvement by the national government.	Filmstrip SS-Y-3 Your American Citizenship Filmstrips SS-M-3-1 Rights and Duties of a Citizen

Development of Government in the U. S. and Canada (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Suggestions: Change from an agricultural economy to industrialization. Growth of population Growth of cities Growth of transportation and communication facilities. Demands for services that the state cannot provide. Metropolitan growth crossing local and state boundaries which require services beyond local possibilities. Other reasons might be discussed if time allows.	

INTERNATIONAL RELATIONS OF CANADA AND THE UNITED STATES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What part does Canada play in International affairs?	Explain to the class that in this jet age, national public affairs become world affairs. All nations must make adjustments to world affairs. Tell them that Canada stands between the large and small powers of the world and that while it has a relatively small population for its size, it has great economic wealth. It is trusted among nations because of a willingness to assume global obligations. Examine the organizations in which Canada participates. Have small groups report to the class about some of the following: Commonwealth of Nations North Atlantic Treaty Organization North American Air Defense Command United Nations International Joint Commission (U. S. and Canada.) Cooperative Projects: Colombo Plan (South and Southeast Asia) Canada-West Indies Aid Program Commonwealth-Africa aid Program Organization for Economic Cooperation and Development	Pupils Texts Facts on Canada (PB) pp. 22-23 Encyclopedias Burdett: The United States and Canada pp. 277-278 Conspectus of Canada (PB) pp. 129-148 Holt, Rinehart & Winston: In the United States and Canada P.64 Heath: In these United States and Canada pp.514-517 Fideler: Canada pp. 147-148 Burdett: United States and Canada p. 258 Conspectus of Canada (PB) pp. 129-148 Facts on Canada (PB) p. 22-25

International Relations of Canada and the United States (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How is Canada trying to improve trade and diplomatic relations with the world?	Read and discuss the way in which Canada is trying to build a greater international trade. Find out the work of the trade commissioners stationed around the world. Find out what diplomatic relations Canada maintains around the world. Find out about the work of the Canadian Government Travel Bureau.	Pupil Texts Facts on Canada (PB) P. 22
What part does the United States play in international affairs today?	State that the United States belongs to many of the same international organizations as Canada therefore it is not necessary to re-examine those reported upon in studying Canada. Have reports given for: Organization of American States N. A. T. O. Alliance for Progress S. E. A. T. O. U. S. Foreign Aid Programs: Military Financial Peace Corps Technical (Advisors) Teachers, etc. Diplomatic Relations Culmination Discuss advantages to both U. S. and Canada of mutual cooperative projects of the two countries. Discuss the need for world co-operation among countries today.	Silver Burdett: The United States and Canada pp.248-253 Holt, Rinehart & Winston: In the United States and Canada pp. 421-431 Heath: In these United States and Canada pp. 217-222 Macmillan: Living in the Americas pp. 423-424

SUPPLEMENTARY ACTIVITIES

Invite a representative of either local or state government to speak to the class.

Conduct a mock Constitutional Convention.
(Teacher might use the Federalist Papers for ideas)
Have the class observe voting procedure during special elections when school is in session and there are voting machines in the building. (Seek permission from the Warden of the polling place.)

Ask a representative of the League of Women Voters to demonstrate the model voting machine.

Encourage the children to visit the state legislature when it is in session to observe how bills are presented and voted upon.

Compare a town meeting in a New England town with one conducted in that same town in 1700's and 1800's.

EVALUATION

1. Do the children understand that when groups of people live together some form of organization is necessary in order to live in harmony?

2. Do the children understand that throughout history man has experimented with different systems of government and continues to do so?

3. Do the children understand that the government of the United States is based upon the consent of the governed?

4. Do the children understand that the government of Canada is a constitutional monarchy with representation of the people in that government?

5. Do the children understand that government has a responsibility to the governed; who in turn have a responsibility to that government?

6. Do the children realize that advanced technology in the fields of transportation and communication have "shrunk" the size of the world and made interdependence between countries essential?

APPENDIX A
LIBRARY LIST

Author	Title	Publisher
Epstein, Edna	First Book of United Nations (easy)	Franklin Watts, Inc.
Fisher, Lois	You and United Nations (Cartoon) Very simple	Children's Press
Seegers, Kathleen	Alliance for Progress	Coward-McCann
Elting, Mary	We Are the Government (Good)	Doubleday and Doran & Co.
Coy, Harold	First Book of Supreme Court	Franklin Watts, Inc.
Weaver, Warren	Making Our Government Work	Coward-McCann

APPENDIX B
CHART GOVERNMENT

structure of government	federal	centralized	
type of control	democratic- "the people"- the electorate	absolutistic dictatorship of one party or one person	
head of state	monarchy -inherited	republic- elected	
type of participation	direct	representative	limited
Mode of central government	cabinet "responsible" to a parliament	presidential "fixed elections"	

APPENDIX C
SUPPLEMENTARY INFORMATION

BASIC PRINCIPLES OF THE MAGNA CARTA (1215 A.D.)

1. The king must rule in accordance with the desires of the people.
2. Government is a contract between the king and the people and neither can break it without being called to account.
3. The arbitrary power of the king is limited by many restrictions contained in the charter.
4. The rights of Englishmen are stated definitely and exactly.

BASIC PRINCIPLES OF THE PETITION OF RIGHTS (1628 A. D.)

1. All taxes are to be levied only with the consent of Parliament.
2. Troops are not to be stationed in private homes without the consent of the owners.
3. Martial law cannot be declared in times of peace.
4. Every person is entitled to trial by jury and judgment by his peers. No arbitrary imprisonments are to be made.

BASIC PRINCIPLES OF ENGLISH BILL OF RIGHTS (1689 A.D.)

1. Asserted the people's right to petition for redress of their grievances.
2. Declared excessive bail and fines as well as cruel and unusual punishment to be illegal.
3. Gave the power to levy taxes to Parliament only.
4. Affirmed that free elections and frequent meetings of Parlimanet were necessary.
5. Forbade the king to suspend laws or to create courts or commissions outside the law.
6. Proclaimed freedom of speech in Parliamentary debates.

Source: Mussati, James; The Constitution of the United States pp.2-7

APPENDIX D
SUPPLEMENTARY INFORMATION

BASIC PRINCIPLES OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA

SEPARATION OF POWERS

DUAL FORM OF GOVERNMENT

LIMITED POWERS

NATIONAL LAW SUPREMACY

JUDICIAL SUPREMACY

AMENDING PROCESS

INDIVIDUAL AND POLITICAL LIBERTY

REPRESENTATIVE REPUBLICAN GOVERNMENT